

St Marie's Catholic Primary School

Modern and Foreign Languages Policy



'The Love of Christ, nurture, guide and inspire us.'

Approving Body	Full Governors Committee Head/Leadership team	Review Term: 1yr/2yr/3yr Autumn Spring Summer
Signature:	Chair of the relevant body	March 24
Review Date:		Version: (applicable if changed within the review period, if no changes this would remain as version 1)

MISSION STATEMENT



'The Love of Christ, nurture, guide and inspire us.'

To do this we will:

- Be a Christian community that lives the Gospel values; 'Love of Christ' (Christ centred)
- Provide opportunities for all to grow and achieve by igniting a desire for learning; 'Guide and inspire' (Education)
- Be a haven of peace and love that enables all to thrive; 'Nurture' (Community)

Objectives: Christ Centred

- Provide high quality collective worship and enriching liturgical celebrations
- Enable our children to acquire an excellent religious education and develop their relationship with God
- Share faith, love and hope in the likeness of Mary, Mother of God
- Provide a safe harbour where all can succeed

Objectives: Education

- Have high expectations of ourselves and others in all that we do
- Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to achieve well
- Provide a curriculum that opens the world, in all its awe and wonder, to our pupils

Objectives: Community

- Create a peaceful, happy school where all feel welcomed and valued
- Nurture and grow our pupils and community in the Gospel values
- Celebrate each person as a beautiful work of art, created on God's image

St Marie's Key Objectives and Priorities 2023/2024

Key Objectives and Priorities	Success Criteria
<p><i>Christ at the Centre</i></p> <p>1. Priority: Culture</p>	<ul style="list-style-type: none"> ✚ Ensure that staff and pupils are clear on whole school expectations, routines and behaviours ✚ Pedagogy, policies and procedures are shared and implemented with fidelity ✚ Relationships across the school community become strong ✚ Staff seek every opportunity to promote learning within and beyond the school day ✚ Pupils and staff have the tools needed to ensure resilience in their learning and wider lives
<p>2. Priority: Aspiration</p>	<ul style="list-style-type: none"> ✚ School has unapologetically high aspiration for our children through a fully understood, common pedagogy ✚ All children can access a low floor-high ceiling, fully resourced, holistic curriculum that meets our high aspirations which staff are equipped to deliver ✚ Percentage of children at greater depth standards is rapidly closing the gap with national
<p>3. Priority: Resources</p>	<ul style="list-style-type: none"> ✚ The staff structure, skills and knowledge meet the needs of the school ✚ 'The curriculum' is fully resourced and meets the needs of our children with effective schemes of work, curriculum knowledge and skills progression maps ✚ All staff receive high quality assured CPD that improves learning for all pupils
<p>4. Priority: Community</p>	<ul style="list-style-type: none"> ✚ Parents are well equipped to support children learning in school and at home ✚ Families are well supported to meet our aspirations for our children, i.e. through uniform and attendance ✚ Our community is well involved in school life, e.g. Parent Council, FAF group etc
<p>5. Priority: Environment</p>	<ul style="list-style-type: none"> ✚ The school building and grounds are a safe place to work and play ✚ The buildings and classrooms promote our high aspirations

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

In particular, language learning:

- stimulates children's creativity
- leads to gains across the curriculum
- supports oracy and literacy
- supports and celebrates the international dimension
- Liberates children from insularity and fosters pupil's curiosity and deepens their understanding of the world.

How is MFL a sacred subject?

The sacred endeavour of Modern Foreign Languages enables pupils to appreciate and learn from the diversity and richness of other cultures. MFL provides a unique opportunity to bring about communication, inclusion, reconciliation, peace and understanding and the beauty of diversity and unity of all God's family.

Aims

- To capitalise on the ability of young pupils to rapidly acquire passive and active knowledge of another language
- Where possible and relevant, to embed the language into the main primary curriculum
- To broaden the cultural awareness of the pupils and to foster positive attitudes to language learning, speakers of other languages and other cultures
- To create confident language learners who enjoy languages, who can express their thoughts and ideas in another language and can understand and respond to its speakers both in speech and writing.
- To use the target language in the lessons as much as possible
- For the school to be able to deliver the curriculum for primary languages using Foreign Language Tutors from School Improvement Liverpool, with the support of the MFL team.

Curriculum Design

- The language chosen is based on relevancy for pupils, continuity from KS2 to KS3 and the current language capacity of our class teachers.
- The scheme of work ensures that pupils progress in all 4 skills, and that there are incremental steps of development in vocabulary, phonics and grammar.
- Content has been carefully selected to provide a solid foundation for ongoing language studies in the next phase
- Teaching and planning encourages pupils to recall prior learning and apply it in different contexts. Relevant prior learning is assessed at the start of a new unit and teaching/planning adjusted to take into account any gaps in learning.
- Progress is mapped out across the whole key stage, with pupils understanding and using language that becomes increasingly more complex.

Discrete lessons are delivered by a specialist tutor for 30 minutes per week. Tutors have native-level language skills and provide an excellent model for spoken and written content.

Teachers provide pupils with short, regular opportunities to reinforce lesson content between sessions. They have access to detailed planning/vocabulary/ideas for activities and tutors share resources used in lessons with class teachers. The subject leader can access support and training for teachers from School Improvement Liverpool.

Planning follows the Repetition, Recognition and Production stages of language acquisition, moving onto the next step when the pupils are ready.

Each unit of study builds gradually with pupils developing their listening, speaking, reading and writing skills incrementally to achieve the end of unit goals.

Longer term, these end of unit goals are part of the clearly defined steps which build towards the end of key stage objectives.

Pupils move from rehearsed answers to combining vocabulary and grammar to communicate their own messages.

There are frequent opportunities built in to planning for pupils to revise and revisit previously learned language so that they can recall it and apply it in other contexts.

Details of the vocabulary, phonics and grammar covered by pupils are shared with secondary colleagues along with an indication of the level of attainment for each pupil using POS objectives.

Methodology

The learning of a foreign language should be enjoyable and relevant for all pupils and a variety of approaches and activities should be used to challenge, motivate and sustain interest.

Lessons will be interactive and will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. The focus will be on practical communication. Lessons should enable pupils to understand and communicate ideas, facts and feelings in speech and writing.

A variety of colourful, relevant and high-quality physical and digital resources is used to aid with motivation and memorisation.

Approaches and activities include:

- Almost exclusive use of the foreign language during lessons. Pupils are immersed in appropriate target language as much as possible, with English used as necessary to ensure comprehension
- Providing opportunities in each lesson for pupils to use and practise what they have learned
- Language games to enhance motivation, contextualise learning and heighten enjoyment
- Learning songs and rhymes and stories
- Focus on grammatical structures and phonology.
- Pair-work and group work
- Use of authentic materials
- Use of ICT where relevant and appropriate – for example commercially produced software, teacher produced resources, internet research and use of the interactive whiteboard
- Written activities to reinforce learning
- Correspondence with partner schools focusing on cultural differences and similarities

Inclusion

All pupils are valued equally, including those who need extra support for a range of educational needs and more able pupils.

To ensure that all pupils recognise and fulfil their potential the following strategies for differentiation are employed:

- use of visual aids / gesture
- choral and individual repetition
- physical responses to questions
- open and closed questions
- multiple choice questions
- tasks with small, clearly identified steps
- practical activities
- higher achievers encouraged to lead specific language tasks
- use of classroom assistant or class-teacher to support some learners
- appropriate pupil groupings
- differentiated written work

Learning a language in the primary phase should be a positive experience for all pupils.

Differentiation is essential if all pupils are to regularly experience success. Every opportunity is taken to enable pupils to progress according to their abilities.

The Role of the MFL Subject Leader

- Liaise with the Foreign Language Tutor (FLT), class teachers and School Improvement MFL team to timetable and co-ordinate MFL lessons.
- Ensure that a member of staff is always present in MFL lessons and is encouraged to take part.
- Where possible, support staff in delivering MFL by providing resources and informing them of any training opportunities.
- Attend any central training and meetings as appropriate and disseminate information back to staff.
- Monitor MFL lessons.
- Co-ordinate festivals/celebrations and any other MFL events in school.
- Liaise with secondaries re transition from KS2 –KS3

The Role of the Foreign Language Tutor (FLT)

- At the beginning of each academic year the FLA attends an intensive training course about primary language methodology. They are also expected to attend an additional training day each term throughout the year. They should be released from teaching duties in order to attend this training.
- The FLT will follow the School Improvement Liverpool Scheme of work and will provide resources for the lesson. They will provide the class teacher and co-ordinator with planning at the beginning of each half term and where appropriate will leave work/resources for the class-teacher to follow on their lesson.
- When pupils are ready the FLT will provide written work at an appropriate level. This should largely be marked in class by the FLT with the help of the teacher. The FLT should be informed of the marking policy in school in order to comply with the school's requirements.
- FLTs can provide a bank of report comments which can be used by class teachers for annual reports.
- Correspondence with partner schools focusing on cultural differences and similarities

Impact

The pupils work towards achieving specific outcomes by the end of the year. Progress towards these outcomes is monitored throughout the year by the class teacher with the help of the language specialist.

Pupils move from rehearsed answers to combining vocabulary and grammar to communicate their own messages. They are able to understand longer and more complex extracts of spoken and written language, take part in conversations, and use longer and more complex sentences to express themselves.

Assessment opportunities are identified and clearly marked in the weekly plans and cover all 4 skills. Teaching is adjusted to ensure gaps in key knowledge are addressed before moving onto new content.

Assessment is based on class observations of listening and speaking activities, written evidence in (work)books and self-assessment by the child after each unit of work when they have the opportunity evaluate their performance.